

VISIT...

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Tutor Teaching Tips

The Trouble with English (S)

MATERIALS

Leveled reader

Graphic organizer

Game cards

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever heard someone speak a language you didn't understand? How did it make you feel? What did you do?*

PREVIEW THE BOOK: Show the child the covers of the book, and read the title.

Ask: *What do you think the trouble with English might be?*

Open the book to the table of contents and read the chapter titles. Ask: *What do you think might happen in the story?*

Look at the pictures in the book and have the child guess what might be happening in the story.

During Reading



10–15 minutes

Ask the child to read pages 5–16 aloud. If the child has difficulty, read the pages together before asking the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 5–16.

If necessary, prompt by asking: *What else happened?*

GRAPHIC ORGANIZER: Have the child find the first four events in the book listed on the graphic organizer. Ask how Ting must have felt at the time of each event. Have the child look at the book for clues and also use his/her personal knowledge to answer. Have the child write words and phrases that describe what Ting was thinking and feeling on the graphic organizer.

CRITICAL THINKING: Ask the child what he/she could do to help a non-English speaking student at his/her school.

VOCABULARY GAME: Read the idioms on the game cards with the child and discuss the meanings. Place the cards with idioms on one side of the table and the cards with the meanings on the other. Have the child turn over an idiom card and read it. Then have him/her turn over a meaning card. Have the child say whether the cards match. If they match, and the child is correct, he/she gets to keep the cards. If the child is incorrect, or if the cards don't match, the child turns the cards over and it's your turn.

Home Connection

Have the child finish reading the book at home and complete the graphic organizer after reading the rest of the book.

Story Event	Words to Describe Ting's Thoughts and Feelings
Ting has moved to a new country.	
No one at school speaks Mandarin, and it is hard for her to learn English.	
Some kids make fun of the way Ting says certain words, like "fried rice."	
Mrs. Bickle and Ting's friends use idioms.	
Ting has trouble with the spellings of some words.	
Ting's mother tells her that one day she will speak English as well as if she were born speaking it.	

INSTRUCTIONS: After reading pages 5–15, write words and phrases to describe what Ting thought or how she felt after each event. Finish the chart when you have completed the book.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (FRONT)

The Trouble with English (S)

Go fly a kite.

We're in hot
water.

I got it straight
from the horse's
mouth.

I'll do it when
the cows come
home.

Button your lip.

Has the cat got
your tongue?

She let the cat
out of the bag.

He has a green
thumb.

It's raining cats
and dogs.

You just put
your foot in your
mouth.

The judge threw
the book at him.

The boy blew
the whistle on
his brother's
plan.

It'll be a piece
of cake.

Mom is going to
blow her top.

Don't make a
mountain out of
a molehill.

He's going to hit
the books.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

Game Cards (BACK)

***The Trouble with English* (S)**



I'm never going
to do it.

I heard it from
the person who
first said it.

We're in
trouble.

Go away.

Be quiet.

Don't you have
anything to say?

She told some-
thing she wasn't
supposed to tell.

He is good at
growing things.

It's raining very
hard.

You shouldn't
have said what
you did.

The judge gave
him a stiff
sentence.

The boy told on
his brother.

It'll be easy.

Mom is going to
be mad.

Don't make it
worse than it
really is.

He is going
to study.